DOCUMENT RESUME

ED 243 560 JC 840 245

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TITLE	ABE Outreach: Teacher, Recruiter, Counselor. A Handbook for Adult Basic Education Teacher/Recruiter/Counselors. A Guide for Program Managers. Revised.
INSTITUTION	Brevard Community Coll., Cocoa, Fla.
PUB DATE	84
NOTE	67p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Community Colleges; *Educational Counseling; *Outreach Programs; *Student Recruitment; Teacher Orientation; Teacher Selection
IDENTIFIERS	*Adult Basic Education Outreach

ABSTRACT

Designed for program managers and teacher/recruiter/counselors (TRC's), this handbook provides information on Brevard Community College's Adult Basic Education (ABE) Outreach program. First, background information on the ABE/TRC concept is presented, identifying the major functions of the TRC as counseling through door-to-door contact, conducting outreach classes in community buildings near the clients to be served, and providing an informal instructional environment suited to adult learner needs. The next sections present information on the development of the ABE Outreach program; needs in setting up an outreach program; characteristics of a TRC; staff training needs; and potential problems. Next, suggestions are offered for locating and orienting TRC's. Then, guidelines are presented for the TRC, including a discussion of requisite personal characteristics and skills, tips for program success, information needed and techniques for recruitment, and sources of information about the community. The bulk of the handbook consists of forms, samples, and fliers, including ABE teacher forms; a TRC job description, job schedule, outreach contact sheet, time log, and follow-up report; ABE student profile sheets and forms; information on adult/community education centers; and sample publicity materials. (HB)

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BREVARD COMMUNITY COLLEGE

ABE OUTREACH TEACHER RECRUITER COUNSELER

A Handbook for Adult Basic Education

Teacher/Recruiter/Counselors

A Guide for Program Managers

Revised, 1984

BREVARD COMMUNITY COLLEGE

Adult Basic Education

Teacher/Recruiter/Counselor

PROGRAM

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"There is nothing permanent except change."

***Heraclitus (540-475 B.C.)

ADULT BASIC EDUCATION

TEACHER - RECRUITER - COUNSELOR

INTRODUCTION:

Brevard Community College uses Adult Basic Education Grant funds to employ Adult Basic Education Teacher/Recruiter/Counselors (TRC). The major objective of the TRC position is to assure every opportunity is given to enrolling Level 1 (grades K-4) adults into ABE Outreach classes and classes offered at adult centers. This concept was developed because traditional methods of recruitment were not effective with Level 1 adults. Prospective ABE students generally lack self-confidence; have a distrust of schools or institutions of learning, and display a poor self-concept which are prohibitive to a return to schooling. Level 1 adults do not readily admit their lack of education; therefore, they require special efforts for identification and recruitment into ABE programs.

In order to overcome these barriers, the ABE/TRC concept was created with the following components:

- counseling through door-to-door contact,
- outreach ABE classes in community building near the clients to be served,
- an informal instructional environment suited to adult learner needs.

Door-to-door counseling provides identification of prospective clients as well as an opportunity for the teacher/counselor to discuss educational programs available within the community. As trust is built between the TRC and client, recruitment into an outreach class is probable, whereas, this person usually would make no effort to obtain further learning. Because the counselor is also the teacher, the adult learner is able to overcome many of his/her fears

about facing the "unknown." By creating outreach classes within the communities where clients have easy access and providing a learning environment that is non-structured and geared to immediate individual needs, adult learners are more responsive to adapting to learning and growing.

Outreach classes afford the opportunity for ABE students to prepare themselves for eventual enrollment at adult centers. Once students overcome many of their fears and experience success in learning, they are counseled about more advanced programs of study, whether vocational training or earning a high school diploma. The TRC accompanies these learners to the nearest adult center; assists with placement; interacts with the new instructors, and plans learning activities until the adult feels comfortable with the new environment. The TRC works with adult center instructors and helps with follow-up on dropouts, arranges transportation, child care and provides counseling to solve personal problems or makes referrals to appropriate community agencies for such counseling.

The TRC keeps in close contact with community agencies, businesses, and related referral programs to promote publicity about all adult education opportunities. As a result of the TRC's efforts, adult centers experience increased enrollments in all segments of the program.

OUTREACH TEACHER/RECRUITER/COUNSELOR CONCEPT

DEVELOPMENT

In response to the Federal Adult Education Act, 1978 and the Florida State Plan for Adult Education, Adult Basic Education Grant funds are used primarily to provide educational opportunities for those adults achieving academically below the 4th grade level. Second, priority is given to those adults performing at 4th-8th grade level. Adult Basic Education funds are expended indirectly to support promotion of high school completion, but not for actual instruction of students.

Adult education programs are generally organized at public school sites or at community colleges. These programs function effectively to meet priority 2 and 3; however, the impact on priority 1 has been minimal. The following situations may have implications for this non-participation by Level 1 adults:

1. Level 1 (k-4) adults are the least educated and remain hidden in communities. They do not readily admit their lack of education and go to great lengths to avoid situations which reveal undereducation.

2. Level 1 adults are fearful of traditional schooling institutions where they experienced failures in the past. School buildings are places they avoid. Many times these people are parents of children experiencing the same failures and because of their own undereducation, they see no value in encouraging their children to stay in school or to achieve. They seldom come to the schools for parent conferences perhaps in fear that their lack of basic skills will be discovered. They are often suspicious of the schools and their children are most likely to be high school drop-outs.

   Because adult centers are usually located in these same school buildings, no matter how diligent, actual enrollment of these people in ABE classes is minimal.

3. ABE classes offered at adult centers are taught mainly by part-time instructors. These instructors usually teach in the day school and are hired for specific classroom hours. There is little time to do follow-up and outside the class recruitment and counseling. Training for ABE instruction is lacking with these teachers. One cannot assume that because an instructor is successful with small children or high school level students, he/she will be able to walk in to an ABE class and use the same methods and materials.

4. Adult centers have often failed to provide a counseling and placement program which assures each adult will be suited to a class or teacher. Adult centers are becoming more and more alternative high schools for students aged 16 to 19. As a result, attitudes of the staff reflect a typical "high school" accommodation. The older adult feels uncomfortable in this setting, especially those who are undereducated.

5. Staff development is neglected for part-time adult education teachers. This is not always the fault of adult centers. It is difficult to find time to train teachers en masse. Adult centers need to provide more orientation sessions at the beginning of each term for new teachers and occasions for "rap sessions" to resolve problems related to meeting adult learner needs. It seems appropriate to require adult education teachers to have a minimum of 6 hours prior training before being hired as an instructor in the adult program. Teachers and administrators are in need of a minimum of 6 semester hours in adult education, specifically, adult learning theory and curriculum for adults.

LOOKING FOR SOLUTIONS:

1. Since traditional methods for recruitment of adult enrollees into adult centers do not work well with Level 1 clients, one-to-one or door-to-door counseling has proved an effective method.

2. Since Level 1 adults are reluctant to attend adult centers, outreach classes are set up in churches, community recreation buildings, or storefronts. These classes are located close to or within the targeted communities.

3. Since Level 1 adults generally have feelings of inadequacy and are often distrustful of educators, Outreach Teacher/Recruiter/Counselors are employed on a part-time basis. The dual roles (teachers & counselor) allows for a person who is knowledgeable of the unique needs of the clients to be served. This person has training which prepares him/her to do a special kind of counseling and also be an instructor in basic skills education.

4. Once Level 1 adults have advanced in their basic skills to Level 2 and become more self-confident, they are better able to adapt to a regular ABE class held at a nearby adult center. The TRC accompanies the students to the new class, assists with placement, and stays with the adults until a comfortable environment has been achieved.

5. The TRC works closely with the staff at adult centers by assisting with publicity, referrals, counseling, placement, and assessing ABE center instructional needs. the TRC is called upon to follow-up on class drop- outs and help set up new ABE classes. This person's role is further extended to working with clients in need of transportation, child care, and referrals to community service agencies.

6. The TRC promotes programs through community service agencies, the media, posters, speaking engagements to churches and service clubs, etc. Major recruitment, however, is conducted through door-to-door counseling. Although Level 1 adults are the primary target group, adult centers experience increased enrollments due to the TRC's efforts.

7. The TRC encourages those adult learners participating in the ABE programs to become recruiters. Special awards and recognition are given these students. Satisfied ABE students can prove the best resource for enrolling new learners.

8. The TRC keeps close contact with adult centers in his/her service area. It is important that the outreach program serve as feeders to adult centers and that the TRC is knowledgeable about teachers and their instructional programs. By continually interfacing with the adult education staff, the outreach program does not become a separate entity, but rather a liaison to the adult center programs.

SETTING UP THE OUTREACH PROGRAM - NEEDS:

A full-time staff person is usually employed to oversee the Adult Basic Education program. This person is traditionally referred to as the "ABE Coordinator." The ABE Coordinator's duties are generally to:

1. write and monitor the Adult Basic Education Grant.
2. interview and recommend hiring of ABE Teacher/Recruiter/Counselors.
3. provide inservice training for ABE/TRC's and ABE part-time instructors.
4. oversee the total ABE Program at Outreach Centers and adult centers.
5. coordinate program promotion with community agencies, institutions, and the community at large.
6. develop program publicity (flyers, posters, other media).
7. work with ABE instructors and administrators to develop viable programs at adult centers.
8. conduct needs assessments related to staff development and students.
9. recommend and order ABE instructional materials.

TEACHER/RECRUITER/COUNSELORS (TRC's)

TRC's are very special people and not easy to find. The success or failure of the outreach program rests on the selection and training of people suited to the needs of the targeted group. Since this is a part-time position and both daytime and evening hours must be available, restrictions in this area are often prevalent when looking for just the right people. The following duties and characteristics of a TRC are suggested:

CHARACTERISTICS TO LOOK FOR - The TRC:

1. Selected from the area/community to be served. (Important for acceptance)

2. Ability to meet and communicate with people from all socio-economic levels.

3. Displays self-confidence with demonstrated leadership abilities.

4. Active community involvement demonstrated (i.e., served on Housing Authority Board or other community agency involvements).

5. Has a high school diploma with some community college courses or continuing education course work. Has shown an active desire to grow and learn by seeking out these opportunities.

6. Has a minimum of 7 years experience in a job with good recommendations from employers.

7. Has had experience in instruction (i.e., church, volunteer tutor, etc.).

8. Displays a warm, friendly and courteous demeanor (humanistic behavior).
9. Receptive to taking directions and training for new roles.
10. Demonstrates empathy for others and a commitment to the ABE Program.

STAFF TRAINING:

A necessary component to creating an Outreach Teacher/Recruiter/Counselor program is pre-inservice training. Usually, a minimum of 8 hours is required before a TRC assumes duties in the field. Attention is given to adult learning theory, administrative procedures, adult program elements, class management, counseling and recruitment techniques, public relations, and general TRC data collection duties. A handbook composed of pre-service guidelines is provided each new TRC. After the initial training, the TRC meets with the adult center administrators to discuss program needs. During the first month of the program, staff meetings are called every two weeks to discuss problems, activities, and make any necessary changes in strategies. New TRC's can be assisted greatly by having on board a TRC who has had past experience in the field. This person oversees the first month's activities of new staff members. TRC's are required to observe and work as "teacher aides" in ABE classes before attempting to teach a class.

Frequent staff meetings during these early days are important to the TRC's success. Counseling and recruitment of ABE students can be a difficult task. Discouragement can easily set in when some immediate successes are not experienced. Problem solving at these meetings serves to renew the spirit and vigor of the TRC's activities.

A FEW PROBLEM AREAS NEED TO BE MENTIONED:

TRC's can come to this position displaying initially great enthusiasm and belief in the concept. However, after a week or so in the field, the following weaknesses begin to appear:

1. Door-to-door counseling results in some doors being "shut" or not "opened." Being overly sensitive to this treatment can result in discouragement. This happens only in about 10 to 15% of contacts made and should not be considered a constraint.

2. Some people become belligerent and try to put the TRC on the defensive. Especially, this is true when the "wrong" door has been tapped. If a person who has a diploma is told about the program before having the opportunity to say so or resents being asked, he/she may respond in a negative way. The TRC can immediately lead into a discussion about more advanced programs available at the community college or thank the person for his/her time and move on. Winning this person over to assist the TRC in identifying those people in the community in need of adult education may be another tactic. TRC's never get on the defensive and try to "justify" their position.

3. The job is time consuming and the weather is hot. Getting in and out of a car or walking a great deal can drain a person's energy, especially, if some of the above mentioned situations occur. The TRC may need a staff session where sharing information and concerns occur. Talking about specific problems with those more experienced, can help renew determination to succeed. Others who have been in the field for a longer period may have helpful solutions.

4. TRC's are told at the very beginning, and this is re-emphasized many times, when running into problems and feeling letdown occurs, call the ABE Coordinator or a colleague in the field. Problems should not be allowed to fester.

5. The ABE Coordinator needs to be "on top" of all outreach activities. This person goes with the TRC to help set up outreach classes and introduces the TRC to key people who will help with contacts. Frequent calls to the TRC with some encouraging remarks can help. Visits to newly developed outreach classes can be beneficial. Make sure that instructional materials are appropriate and available for use.

In summary, the dual role of "recruiter/counselor" is necessary before the role of "teacher" can be employed. Recruitment involves discovering <u>where</u> the prospective clients are located before tapping on doors. Success in counseling is often associated with how much information is known about the client prior to the first visit; such as, name, marital status, number of children, ages, general education level. Usually, this information is gathered through community agency referrals or sometimes friends and neighbors who are concerned about the person's welfare. Knowing about the family or person helps with introductory remarks. The TRC tells the person right away

why the visit is being made. He/she explains immediately that this is an adult education program and not a community agency to be discussed. The recruiter is courteous and not condescending, critical, or ever on the defensive. A friendly non-intimidating approach works best. The TRC is "selling" a product...education. "Arguments" are well thought out and presented with enthusiasm. If the person doesn't want to talk right away about education, but seems troubled or wants to vent feelings about other concerns, the TRC listens and verbalizes only when necessary. The TRC doesn't appear overanxious to jump to the subject at hand. Leading into the discussion about ABE often occurs when almost ready to leave. The "counselor" role begins immediately upon gaining the interest and confidence of the client.

"Counseling" takes time. It is quality rather than quantity that the TRC seeks in recruitment/counseling. A lot of listening and observing takes place with a prospective client before being able to even tackle the subject of education. This may take 30 minutes to an hour in many cases.

One other point might be made. The TRC doesn't go overdressed or wear too much jewelry. Comfortable shoes and dress for the occasion is necessary.

TRC PRE-INSERVICE

HOW DO YOU LOCATE PEOPLE SUITED TO THE ROLE OF TEACHER/RECRUITER/COUNSELOR?

1. Determine the communities to be targeted. Find out who the community leaders are, especially, those well-respected. Make an appointment to discuss the program with these people and ask their assistant in finding people who fit the TRC job description.

2. Another resource can be community agencies. A call to the Family Counseling Center resulted in an excellent referral who had had experience in social work. Also, contact school principals who have schools located in or near the targeted communities. A new TRC was discovered through this method. This person had done volunteer tutoring in the school.

   It is best not to "advertise" this position. Seek out people through the above suggested methods. If you have a TRC already on board, use this person to assist you in finding those other "right" people for interviews.

3. It has been found locally that women are more suited to this position. A man knocking on a door has less chance of getting entry. This is especially true if women are the prospective clients. However, an older retired man with the right qualifications can be successful if working in the company of a woman TRC. The man could also set hours for recruitment/counseling during the evening, whereas, a woman might be reluctant to visit certain communities during evening hours.

TRC ORIENTATION

Step 1 - Read the "ABE Teacher/Recruiter/Counselor Guide" and determine if this position is right for you.

Step 2 - Study carefully the "TRC Job Description"

Step 3 - Examine the rquirements for DATA COLLECTION

1. Recruiter's Report
2. Recruiter's Time Log
3. Adult Learner Follow-up Form
4. How to Complete a "Travel Voucher"

Step 4 - First Staff Training Session

1. Review Items in Step 1 - 3 for clarification
2. Characteristics of Prospective Clients
3. Recruitment Techniques
4. Counseling Techniques
5. Adult Learning Theory
6. Motivation
7. What to expect in the field-problems/solutions

Step 5 - Study Reference Materials

1. Complete "What is APL? A Teacher Training Competency Module"
2. Read/study "Adult Basic Education Handbook"
3. Read/study reference materials on adult literacy, teaching adults, adult program offerings.

Step 6 - Second Staff Training Session

1. Film: "Illiteracy. We Can't Afford it"
2. Discussion and Problem Solving related to Step 5 references

Step 7 - Complete Observations of ABE Classes at Outreach Centers or Adult Centers

1. Observe experienced TRC working in the field
2. Visit adult centers (usually with ABE Coordinator or Experienced TRC) for first visit
3. Make personal contact counseling with a minimum of 5 perspective students
4. Visit with community agencies and other possible resources
5. Seek out sites for holding ABE Outreach Classes

Step 8 - Third Training Session

1. Problem Solving - Discussion of Step 7 Activities
2. Plan a program of individualized instruction for a student based on diagnostic testing
3. Review specific programmed instructional materials
4. Examine different diagnostic/placement tests
5. Role playing - interview techniques

Step 9 - Set up an ABE Outreach Class

1. Based on experience and training, you can now set up an outreach class. In some cases, you will continue as a "teacher aide" for an ABE class offered at an adult center until comfortable with the instructional program.
2. Continue with intensive recruitment/counseling in targeted communities
3. Make contact each week with adult centers
4. Assist as needed with recruitment of students for adult center ABE classes. Recruitment into other adult programs (i.e., high school completion, G.E.D. preparation) can occur.

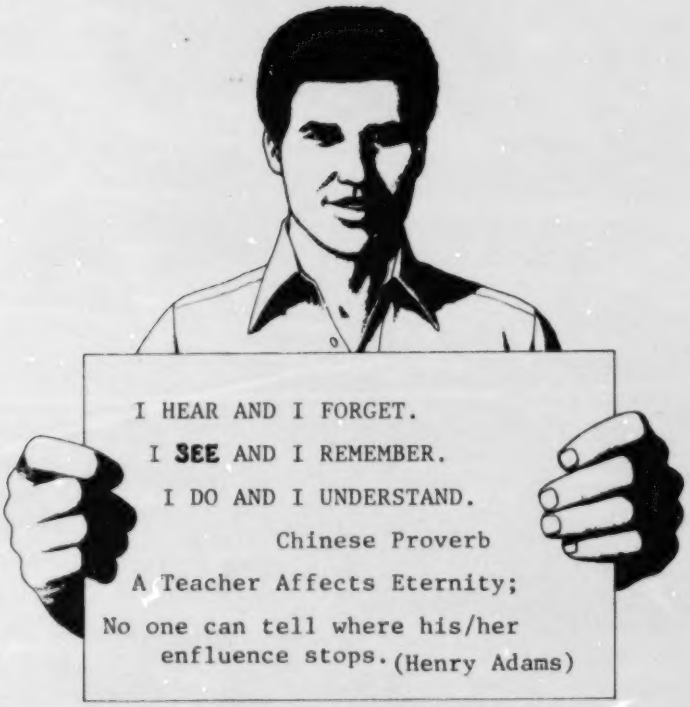
Step 10 - Be prepared to make presentations to groups who have contact with prospective clients. (Check with ABE Coordinator for references before making presentations).

Always carry program flyers and posters with you when working in the field. Distribute freely! Leave a flyer with each person contacted.

Step 11 - Staff meetings are held every two weeks. Bring...

- Problems & ideas
- Needs, instructional or other
- RECRUITER CONTACT SHEETS
- ADULT LEARNER FOLLOW-UP FORMS
- RECRUITER TIME LOG & Mileage (last week of each month)

Be sure to call the ABE Coordinator for assistance as needed!


I HEAR AND I FORGET.
I SEE AND I REMEMBER.
I DO AND I UNDERSTAND.
Chinese Proverb
A Teacher Affects Eternity;
No one can tell where his/her
enfluence stops. (Henry Adams)

GUIDELINES FOR THE TEACHER/RECRUITER/COUNSELOR

The following discussion is an excerpt from a Special Demonstration Project, 1978-79 developed by the North East Florida Education Consortium/Teacher Education Center. A few additions have been added based on experiences in Brevard County. This is a more detailed description of ideas that may have already been discussed.

PERSONAL CHARACTERISTICS AND SKILLS of the TRC

As has been mentioned, the ABE TRC is a "special type" person, for he/she must understand the people, their problems, attitudes, interests, and desires. The following might serve as a very basic set of personal qualities which should be inherent to the recruiter/counselor:

1. EXHIBITING A SYMPATHETIC AND UNDERSTANDING IMAGE - The ABE client, due in part to a general lack of education, is typically faced with a battery of personal and professional blockades throughout his/her life. Failures continuously manifest subsequent failures until it is a common ingredient in his/her daily life. In many instances, a feeling of inferiority and often "dumbness" begins to saturate outlooks on life. The personal problems begin to seem insurmountable until a feeling of helplessness becomes the dominant force within his/her lifestyle.

   As a result, the ABE client often likes to verbalize his/her problems. The understanding recruiter/counselor can be a key figure by becoming the "sounding board" for such negative frustrations. By exhibiting a sense of understanding, a feeling of closeness and trust often evolves, which in turn enables actions to be taken which will involve this person in planning educational strategies to improve his/her lifestyle.

2. BEING RESPECTFUL OF THE ABE CLIENT - As previously mentioned, the ABE client often has many personal and professional blockades throughout life. He/she might even be fearful of and intimidated by the thought of a classroom environment. Negative connotations of education due to previously unsuccessful public education experiences go a long way in explaining such fears and reluctance toward seeking further educational experiences.

   The ABE recruiter/counselor must be respectful of those individuals he/she meets. Such respect must be for the person as an individual and a human being, for the client can always sense an absence of respect through the mannerisms, facial expressions, verbal expressions, and gestures of the recruiter.

   The recruiter might do well to seek ways of complimenting the client. Everyone likes to be told that he/she is dressed nicely, that the hair is well groomed, and that his/her house is neat and clean. This helps the client build confidence and trust in himself/herself, as well as in the recruiter.

3. EXHIBITING A SENSE OF HUMOR AND PATIENCE - It has often been said that "laughter is the universal language." Everyone loves a laugh and everyone understands laughter. Anxieties and nervousness are reduced in the

presence of laughter, resulting in a more trusting and respectful atmosphere within which further communication may occur.

PATIENT...above all--patience! It takes a great deal of time to gain the trust and respect of people. It takes even longer to get a commitment from them to attempt to improve their lifestyle. Even then, such commitments have to be continuously reaffirmed through follow-up visits, encouragement, and assistance.

UNDERSTAND + RESPECT + HUMOR + PATIENCE = A NEW ADULT LEARNER!

RECRUITER TRAINING TIPS FOR A SUCCESSFUL PROGRAM

It is essential that a recruiter be highly trained prior to the initiation of any recruiting program. This will assure you of a successful recruiting endeavor.

PRIOR TO BEGINNING, IT WOULD BE WELL TO KEEP THESE POINTS IN MIND:

- Keep your OBJECTIVE foremost in your thinking.
- Be sincere and honest in all you do. BE YOURSELF!
- Become knowledgeable of the OFFERINGS of the Adult Basic Education program, with basic information concerning the content of these offerings.
- Be prepared to EXPLAIN THE PROGRAM as completely as possible. Don't hurry! This could take at least 15 minutes per family--often times more!
- WEAR APPROPRIATE CLOTHES. Be clean and neat, but not overdressed.
- KNOW YOUR AREA to canvass. This will prevent overlapping with another person.
- Be informed on the LOCATION of the Adult Basic Education classes.
- ATTEND A CLASS IN ABE prior to recruiting.
- RECRUIT A FEW PEOPLE properly, rather than many people in an inadequate manner.

DURING YOUR VISIT, USE A COMMON SENSE APPROACH BY ADHERING TO THE FOLLOWING:

- DO NOT ENTER the home if the timing appears to be wrong! An unwholesome atmosphere may exist at the time you choose to visit.
- ENTER the home with a friendly attitude and identify yourself to the potential adult learner.
- TELL the person the REASON for your visit.
- SAY the person's NAME as often as possible. This shows a personal interest.
- ATTEMPT to identify with the person's concerns. BE UNDERSTANDING! TALK about things that are meaningful to the potential learner.

AFTER ESTABLISHING A GOOD RELATIONSHIP WITH THE PERSON, GIVE THE NEEDED INFORMATION ABOUT THE PROGRAM. EXAMPLES ARE:

- Describe the adult program. Hand out a flier which may have been developed. (Explain what the flier says. You may be talking to a non-reader.)
- All records are CONFIDENTIAL!
- THE PROGRAM IS FREE!
- NO OTHER MONETARY BENEFITS WILL BE LOST by taking adult courses, such as social security, etc.
- BETTER JOBS may be obtained as result of taking adult course.
- NEW FRIENDSHIPS ARE POSSIBLE!
- Adult Basic Education CARES ABOUT THE LEARNER and MAY BE the beginning of a MORE REWARDING LIFE!
- BENEFITS may be realized in the FUTURE as well as immediately.
- CLASS PROCEDURE is different from "regular schooling." (Attendance is not required for every class, etc. There is a friendly relaxed atmosphere.)
- OTHERS HAVE BENEFITED FROM CLASSES! TELL HOW!

BEFORE LEAVING THE HOME, BE SURE THE PROSPECTIVE STUDENT HAS SPECIFIC INFORMATION, SUCH AS:

- He/She knows WHEN AND WHERE THE CLASS BEGINS!
- A card has been prepared to introduce him/her to the teacher. (You may want to go with the new student to the class and stay with him/her until comfortable).
- The student KNOWS THE TEACHER'S NAME.
- The student FEELS COMFORTABLE ABOUT MEETING THE FIRST CLASS!
- The student KNOWS OTHERS who may be attending the same class if names are available.
- The students FEELS THAT YOU WILL ASSIST if help is needed.

AFTER LEAVING THE HOME, ATTEMPT TO ANSWER THESE QUESTIONS IN WRITTEN FORM:

- What is approximate EDUCATIONAL LEVEL of the adult?
- What DEGREE OF INTEREST was shown?
- What CAN YOU TELL THE TEACHER ABOUT HIM/HER?
- DID YOU HEAR THE NAMES OF OTHER PROSPECTIVE LEARNERS MENTIONED? DID YOU OBSERVE ANY IN THE HOME?
- HAVE YOU RECORDED ALL PERTINENT INFORMATION?

ESSENTIAL INGREDIENTS TO REMEMBER

FOLLOW-UP! The adult learner may not have attended the first class.
CHECK UP! Go to the class to show your interest in the adult learner!
HAVE ONE PERSON IN CHARGE! This will avoid two recruiters going to the same area.

THE TEACHER AS RECRUITER

(The following are excerpts from Literacy Education for Adolescents & Adults by Edwin H. Smith, Florida State University)

There are many sources of help in locating and recruiting students:

> A teacher who lacks the ability to recruit students may also lack the ability to do a good job of teaching them. Ability to recruit is related to ability to hold students once they are recruited (Smith & Mason, 1965). Teachers in Adult Basic Education should be experts in the recruitment of students. Time should be spent in learning about the community and in learning techniques for the identification and recruitment of students.

A few things the ABE teacher should know:

1. The total population and the populations of ethnic groups.
2. The number of unemployed and the reasons for unemployment.
3. The industries in the area.
4. The economic outlook for the community.
5. The community poverty pockets.
6. The public health and welfare services.
7. The crime rate and the types of criminal acts most frquently committed.
8. Governmental agencies and services (a section of this manual includes several of these agencies, especially on the local level, for both up and down county).
9. The religious life of the community.
10. The recreational facilities of the community.

TECHNIQUES FOR RECRUITMENT

CONTACTS WITH:

1. Existing social agencies e.g., Welfare, Department of Employment, Parks and playgrounds, etc.
2. Local community organizations.
3. Local social clubs.
4. Local schools. Try to get the administrator or key person in the school to serve as a liaison. Send fliers home with students, including complete information about the programs, and attach an application form. Be specific as to whom to contact for further information.
5. Local libraries.
6. Local radio and T.V. networks. Use students as much as possible. (Try to make arrangements with mass media at least two weeks in advance.)
7. Local community, city, and throw-away newspapers.
8. Local industry.
9. Local stores, especially grocery stores, supermarkets, drug stores, and snack-stands.
10. Housing projects. Consult with internal club or its equivalent and get them to recruit for you. Try to get them to attend. Ask manager to send flier home with all necessary information about the program. They could include it in their rental statement, or refer to fliers verbally as renters come to the office.
11. Churches: Some may use students to give panel discussions. Send fliers and brochures home. (Use ABE students for panel).
12. Surveys--Volunteers and/or paid staff.
13. Keep counselors, teachers, and administrators informed with necessary information on the ESL and other school programs.
14. Let existing students present their stories of success.
15. Provide family involvement whenever possible.
16. Keep on top of activities going on in the community such as construction, industries, programs, club activities, social actions, conferences, scholarships, etc.
17. Contact the ABE Advisory Committee.
18. Make posters--display them in windows of certain stores.

19. Prepare samples of fliers, signs, etc., and suggested wording of T.V. and radio spot-announcements.

20. Contact the ABE Coordinator for information and material needs.

Other sources of information about the community may be found by using:

1. Newspaper files
2. Chamber of Commerce
3. Police department
4. Offices of mayors or city managers
5. State boards of health
6. Courts
7. Charity organizations
8. Ministerial associations
9. School teachers and principals
10. Welfare workers
11. Employment agencies
12. Medical societies
13. Military bases

Health & Welfare agencies will cooperate in both identification and recruitment of students. Mass media such as radio and television generally will provide free publicity--but of course our best source of recruitment is by "word of mouth" by satisfied students.

IO: INSTRUCTOR:

Use this list by asking for a show of hands or by private interview. This is important for recruitment and data collection.

METHOD OF STUDENT'S RECRUITMENT

Please check the appropriate box.

I was introduced to Adult Basic Education by:

_____ 1. ABE recruiter or teacher

_____ 2. Friend

_____ 3. Student

_____ 4. Place of employment

_____ 5. Newspaper

_____ 6. Announcement from school

_____ 7. Church announcement

_____ 8. Welfare Department

_____ 9. Health Department

_____10. Unemployment office

_____11. Department of Vocational Rehabilitation

_____12. School officials

_____13. Radio

_____14. Television

_____15. Veteran's Service Office

_____16. Relative

_____17. Neighbor

_____18. Community Action Counselor

_____19. Telephone

_____20. Correctional Institution

_____21. Other: _____

REASONS FOR PARTICIPATION IN ADULT BASIC EDUCATION

Please check the appropriate box.

My reasons for entering the Adult Basic Education Program are:

_____ 1. Prepare for the G.E.D. test

_____ 2. Better education in general

_____ 3. General self-improvement

_____ 4. To get a better job or promotion

_____ 5. Learn to read and write

_____ 6. Required by employer

_____ 7. Get a job

_____ 8. Get a driver's license

_____ 9. Improve basic skills in English, math, spelling, and reading

_____10. Help children with homework

_____11. Other: _____

PERSONAL GOALS AS AN ABE STUDENT

_____ 1. To learn to read and write

_____ 2. To work for a high school diploma

_____ 3. To meet different people

_____ 4. To qualify for a better job or job training

_____ 5. Other: _____

ADULT BASIC EDUCATION TEACHER/RECRUITER/COUNSELOR

JOB DESCRIPTION

PURPOSE: The Adult Basic Education Teacher/Recruiter/Counselor (TRC) is employed under a part-time contract each year. This position is primarily supported by Adult Basic Education Grant Funds. Since funds vary from year to year, hours of employment are calculated based on available funds. This person(s) may at times also be under separate contracts at adult centers to provide counseling, recruitment, and instruction.

Adult Basic Education Grant funds are used to address PRIORITY #1 of the Adult Education Act (1978) and the Florida Plan for Adult Education. This priority indicates that adult education funds should be used to provide educational opportunities first to those adults performing below the 8th grade level and most in need of reading, writing, mathematics, and everyday survival skills.

JOB DESCRIPTION:

The TRC works not less than 20 hours per week in performing the following tasks:

a. Door-to-door contact for counseling and recruitment of ABE clients.
b. Personal contact with community agencies for referral of prospective students.
c. Organize and set up outreach ABE classes in community buildings near clients.
d. Provide instruction for students in Outreach Centers.
e. Arrange carpools and childcare for program (ABE) participants.
f. Assist students with transition to adult center programs from outreach classes.
g. Assist adult centers with placement of ABE students in center classes.
h. Provide publicity and promotional literature for recruitment of students.
i. Conduct speaking engagements relative to ABE programs.
j. Coordinate all activities with the ABE Coordinator.
k. Keep all records and logs required for outreach activities.
l. Work with ABE instructors at adult centers and serve as a consultant to the ABE program at the direction of the ABE Coordinator and Adult Center Administrator.

QUALIFICATIONS:

Rank III Certificate or Occupational Certificate
Extensive experience in working with people form all socio-economic and educational levels. Knowledgeable about the communities and clients to be served. Experience in public relations and program type promotion. Experience in teaching and general counseling. Possess a personal dedication to and empathy with those persons in need of Adult Basic Education.

REPORTS TO: Adult Education Department, ABE Coordinator

PROGRAM DETAILS: ADULT BASIC EDUCATION TEACHER/RECRUITER/COUNSELOR OUTREACH PROGRAM (Booklet)

TRC's Relationship with Adult Centers

1. The TRC works under the direction of the adult education department. The ABE Coordinator oversees and supervises the TRC's activities, record-keeping, and hours.

   ASSIGNMENT OF HOURS:

   a. 20 hours per week, 4 hours per day, 5 days. Hours are flexible depending on needs of clients and the TRC's schedule.

   b. No more than 9.5 hours per week are spent in teaching in outreach classes. The remaining hours are spent in recruiting and counseling adults into ABE classes at adults centers and into ABE classes at outreach centers.

   c. As the TRC makes contact with clients, referrals to other adult education programs (G.E.D., high school completion, etc.) will be made. However, the TRC cannot spend more than 2 hours per week recruiting for special classes unrelated to ABE, G.E.D., and high school completion. (i.e., classes that are recreational or avocational in nature).

   d. The TRC can be requested to assist a center in getting new classes started, but the only areas that the TRC can respond is in recruiting and counseling. The TRC has no responsibility for recruiting teachers.

   e. The TRC works with the administrator and ABE Coordinator in acquiring facilities for outreach classes, however, the TRC is not responsible to be at these centers or the security of these centers, except when on duty as an instructor.

   f. When an administrator contracts with the TRC to initiate new class that is not ABE, he/she should place in writing information relative to fees to be charged, number of students needed to make the class, and course description of the class.

   g. The TRC and administrator work together in providing transportation for clients and classes at adult centers. The administrator arranges for carpools or bus service. The TRC can provide limited transportation only when teaching class.

ADULT CENTER EMPLOYMENT OF EXTRA HOURS FOR TRC:

1. Adult Center administrators may want to employ the TRC for hours beyond those paid for under the ABE Grant. The following conditions are important:

   a. Hours can be for instruction of an ABE class at an adult center during the evening or daytime. A separate contract for each center must be completed and hours are kept by the adult center.

   b. Hours may be for counseling at an adult center or recruitment of students. A contract must be completed which designates exact hours for pay. If employing for recruitment and counseling for new classes, travel must be paid by the adult center.

   c. NOTE: If an adult center wants to start an ABE class at an adult center or outreach center, the administrator should contact the ABE Coordinator to arrange for recruiting and travel hours under the ABE Grant for the TRC.

ADULT BASIC EDUCATION OUTREACH TEACHER/RECRUITER/COUNSELOR

1982-83
SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 a.m.-12:30 p.m.	8:30 a.m.-12:30 p.m.	8:30 a.m.-12:30 p.m.	8:30 a.m.-12:30 p.m.	8:30 a.m.-12:30 p.m.
Mt. Moriah Methodist Church Magnolia Ave., Cocoa ABE CLASS 4 hrs(ABE)	Housing Authority Rec. Center North Topical Trail Merritt Island ABE CLASS 4 hrs.(ABE	Recruitment & Counseling Cocoa, West Cocoa Merritt Island 4 hrs. (ABE)	Recruitment & Counseling Titusville 4 hrs. (ABE)	North Area Center ABE CLASS 3.5 hrs.(No.Area)
1:00-3:30 p.m.	1:00-3:30 p.m.	1:00-3:30 p.m.	1:00-3:30 p.m.	1:00-3:30 p.m.
			Recruitment & Counseling Other Assigned Tasks Titusville 4 hrs. (ABE)	Program Promotion Assigned Tasks, Community Agencies Titusville 3.5 hrs (No. Area)
6:00-9:30 p.m.	6:00-9:30 p.m.	6:00-9:30 p.m.	6:00-9:30 p.m.	
COCOA ADULT CENTER ABE CLASS 3.5 hrs. (Cocoa)		COCOA ADULT CENTER ABE CLASS 3.5 hrs. (Cocoa)		20 hrs. ABE Grant 7 hrs. North Area C. 7 hrs. Cocoa C. 34 hrs. total

TRC: Barbara Jenkins Total Hours: _____ _____

Personal Contact Report Form

OUTREACH TEACHER/RECRUITER/COUNSELOR REPORT

Form A

Report #

DATE: _____
Mo. Day Yr.

TRC: _____

NAME OF CONTACTS	ADDRESS	TEL	ED. Level	SIGNATURE Contact	Program Referral	Follow-Up Comments
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

DIRECTIONS FOR COMPLETING THE RECRUITER'S REPORT

1. Be sure to complete all information requested on each person contacted.

2. The signature of the person contacted is important. If the person cannot sign his/her name, you may sign with a notation.

3. Educational level is often misleading. Record the information given by the person. If you suspect a lower level, use an asterisk for notation that special attention to placement should be made later.

4. Make a copy of this report for your files. Send the original to the Adult Education Office.

ABE TEACHER/RECRUITER/COUNSELOR

MONTH:_____ Year:_____ TIME LOG

_____
Signature of TRC

TRC Time Long is to be turned each month when reporting hours worked for payroll.

DATES	HOURS	# CONTACTS	# RECRUITS	# FOLLOW-UP Personal Visits	# FOLLOW-UP Phone Calls	# MILEAGE	OTHER ACTIVITIES
TOTALS:							

Approval:_____ Date;_____
ABE Coordinator

ABE TEACHER/RECRUITER/COUNSELOR TIME LOG

DIRECTIONS

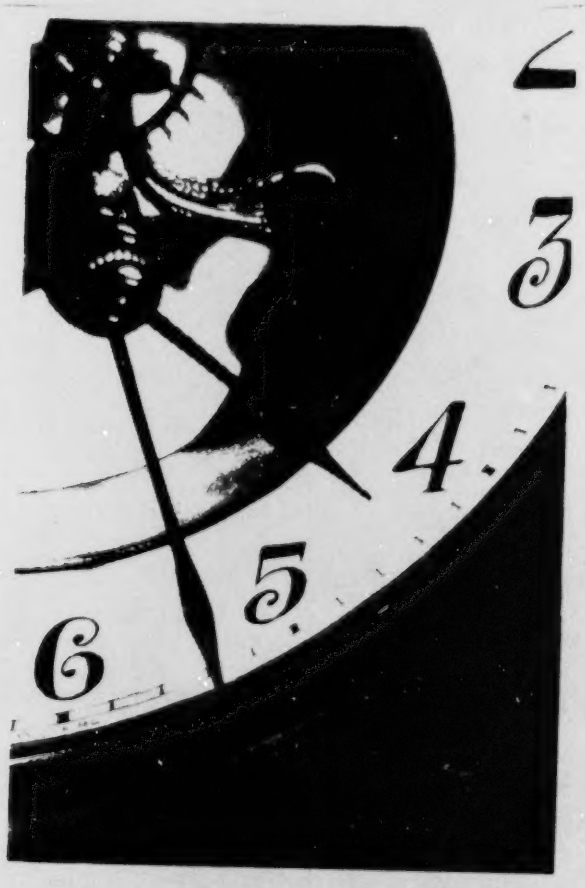
1. There is a TIME LOG for each month of employment. Keep accurate record of DATES & HOURS worked.

2. Refer to the CONTACT REPORT for daily number of personal contacts made and number of recruits.

3. Keep a daily record of follow-up personal visits, follow-up phone calls and other activities.

   Other activities may be attend staff meetings, inservice training, appointments with community agencies or persons making referrals, ABE class observations, tutoring in an ABE class, or making presentations. Other activities refers to any "paid" time activities that are not actual door-to-door recruitment/counseling.

4. Keep accurate records on mileage. Mileage is also turned in on a "travel voucher." Your record of daily mileage is attached. You must sign the travel voucher before being processed. Mileage checks are separate checks and must be picked up at the cashier window in A-Building, Cocoa Campus.



ADULT LEARNER INFORMATION FORM

TRC RECRUITMENT STUDENT REPORT

TRC: Keep one of these forms on file for every contact made in outreach recruitment. Each Learner participating in an Outreach Class should have a copy of this report kept in his/her FILE FOLDER. Keep this form up-dated. Bring these forms with you to Staff Planning Meeting.

1. NAME OF CONTACT:_____ Age:_____

Date:_____ Address:_____ Tel:_____

2. WHO REFERRED:

___Door-to Door Counseling
___Referred by Agency
___Referred by Neighbor
___Referred by Friend
___Referred by Another Student
___Referred by Employer
___Other (Explain)

3. REACTION OF PERSON TO YOUR INTERVIEW/COUNSELING

___Positive - Will Attend A Class
___Not Sure- Will Do Follow-Up
___Negative - No Interest

4. REASONS FOR "Not Sure" "Negative"

___Transportation ___Childcare ___Illness
___Time Class Offered ___Other (Explain)
___LEFT PROGRAM INFORMATION

5. CLASS REFERRAL INFORMATION

___Outreach Class:_____
___Adult Center:_____
___Checked on Attendance
___Took Learner to First Class
___Did Follow-up (if not in Class) . . . . .Type of Follow-Up: ___Personal Visit ___Telephone ___Card

6. PROGRAM REFERRAL

___ABE ___G.E.D. ___High S. Completion
___Parenting Ed. Program
___Other _____

7. ADULT LEARNER NEEDS

___Placement Testing: GRADE LEVEL: ___0-1 ___2-3 ___4-5 ___6-7 DATE TESTED:_____

Test Level Used: ___E ___M (TABE) Did You Use the LOCATOR TEST:_____

8. LEARNER PROGRESS DATE

___Mastery Demonstrated/Student Minimum Student Performance Standards - Grade 3 _____
___Mastery Demonstrated/Student Minimum Student Performance Standards - Grade 5 _____
___Mastery Demonstrated/Student Minimum Student Performance Standards - Grade 8 _____
___SSAT #2 Mastery of Functional Skills - Grades 3 - 5 . . . . . _____
___SSAT #2 Mastery of Functional Skills - Grade 8 . . . . . _____

AWARDED ABE CERTIFICATE OF COMPLETION:_____

Recommended for ___G.E.D. Prep. ___High School Completion: _____Adult Center

COMMENTS:

_____
TRC SIGNATURE

ABE TEACHER/RECRUITER/COUNSELOR DIRECTIONS FOR "ADULT LEARNER INFORMATION FORM" COMPLETION:

#1. The full name of the "contact", AGE, Address, and Telephone number are important for doing follow-up, record keeping, data collection. Be sure to give DATE of first contact with the prospective learner.

#2: Important for data collection and reporting of activities.

#3: This will help you in deciding whether to make a follow-up visit or phone call.

#4: Important for data collection and reporting. Also, this is information that you need in order to determine whether to do follow-up, as well as a reminder to see if you can help in solving the problem.

At this point, if the student has not joined a class, place the Adult Learner Information Form in a file for future reference.

#5: Be sure to complete all information under #5 and #6. Important for data
& 6 collection and reporting

#7: Use the TABE LOCATOR TEST to determine Student Level. Use the TABE (Easy or Medium) to determine diagnostic needs in Reading and Math.

#8: Use the Checklist Sheet for Students to check off when each student mastered the Minimum Student Perfomance Standards at Grade 3,5, and 8.

Use the Checklist Sheet for Students to check off Functional Skills Mastery.

When an ABE student has been check off in both the Minimum Student Performance Standards and Functional Skills, he/she is to be issued an ABE CERTIFICATE OF COMPLETION. This student should be encouraged to enroll in a G.E.D. preparation class or the high school completion program at the nearest adult center.

KEEP the ADULT LEARNER INFORMATION FORM in each student's CUMMULATIVE FOLDER.

Bring these Cummulative Folders with you to all STAFF MEETINGS for review.

FORM B (Can be used instead of Form A)

DATE_____

FOLLOW-UP INFORMATION TO RECRUITER'S REPORT

NAME OF CONTACT _____ RECRUITER'S SIGNATURE _____

ADDRESS _____ TELEPHONE _____ DATE CONTACTED _____

AGE _____ GRADE LEVEL (Approx.) _____

1. How did you find out about the person's educational needs? (Who Referred?)

2. What was the initial reaction of the person to your interview?

3. What kind of problems did you encounter or reasons given for non-participation?

4. Were you able to help solve this person's problems regarding his/her not being able to attend an ABE class.

5. Do you plan a follow-up on this person? (Why or why not?)

6. Did you leave information about programs with this person?

7. Do you feel this person would come to class if given home tutoring with ABE materials for a short period of time?

ADDITIONAL COMMENTS:

Appendix 3

DIRECTIONS FOR COMPLETING FOLLOW-UP INFORMATION TO RECRUITER'S REPORT

1. Complete all the information requested. There should be one completed for each person contacted.

2. Do not complete in front of the person being interviewed. In order to have accurate information, perhaps this information could be assessed immediately after a recruitment contact.

3. Make a copy for your files. Send the originals to the Adult Education Office.

BREVARD COUNTY SCHOOL BOARD

ABE STUDENT FILE

NAME _____ _____ _____ _____ _____ _____ _____
LAST FIRST MIDDLE SEX RACE DATE OF BIRTH AGE

ADDRESS _____ TELEPHONE _____ _____
STREET CITY HOME WORK

EMPLOYER _____ _____
NAME OF INDIVIDUAL OR COMPANY ADDRESS

PREVIOUS SCHOOL ATTENDED _____ DATE LAST ATTENDED _____ HIGHEST GRADE LEVEL COMPLETED _____

DATE OF FIRST ENROLLMENT IN ABE _____ STUDENT'S ASPIRATIONS IN TAKING ABE _____

_____

STANDARDIZED TESTS SCORES:

TEST	SCORE	DATE	TEST	SCORE	DATE

COMPLETION AWARD PRESENTED:

LEVEL I K-4 LEVEL II 5-8 LEVEL III 9-12 RECOMMENDED FOR HIGH SCHOOL _____

DATE STUDENT SEPARATED FROM COURSE _____ REASON FOR SEPARATION _____

WAS FOLLOW-UP MADE ON TERMINATED STUDENT? _____ IF YES, EXPLAIN _____

_____

ADULT BASIC EDUCATION

Student Follow-up Form

NAME_____

ADULT CENTER_____

The above named student has withdrawn from my Adult Basic Education class for the reason listed below:

____Completion of Education Goal

____Leaving the area

____Employment and or Family conflict

____Transportation and/or Child-care problems

____Illness

____Other_____

____Loss of Interest in Program (has follow-up been made?)

METHOD OF FOLLOW-UP: Visitation____Telephone____

Letter____

I certify that every effort has been made to provide the educational service needed to this student.

_____
TEACHER

Adult Education Learning Center

ADULT LEARNER PROFILE SHEET

PROGRAM ENTRY DATE: _____

PROGRAM EXIT DATE: _____

NAME: _____ HOME PHONE: _____ BUSINESS PHONE: _____
First Last Middle Initial

PLACE OF EMPLOYMENT: _____ Previous School Attended _____

YOUR PERSONAL GOALS FOR THIS CLASS: _____ Highest Grade Level Completed: _____ AGE: _____ * optional

_____

PROGRAM DATA SCORES AND GROUPING ASSIGNMENTS

Completed:

_____ INFORMAL READING INVENTORY _____ TEMPORARY LEVEL ASSIGNMENT

_____ T.A.B.E. LOCATOR EXERCISE _____ T.A.B.E. LEVEL (E,M,D) _____ SCORE/READING _____ LEVEL ASSIGNMENT

_____ INFORMAL INTERVIEW (Planning program and setting goals) _____ COLOR CODE _____ Date Assigned

_____ PROGRESS TEST _____ SCORE: _____ LEVEL (1) (2) (3) _____ COLOR CODE _____ Date Assigned
Name of test

_____ PROGRESS TEST _____ SCORE: _____ LEVEL (1) (2) (3) _____ COLOR CODE _____ Date Assigned
Name of test

ANALYSIS of LEARNER NEEDS: (Based on Testing and Cooperative Goal Setting)

Reading Improvement	Communication Skills	Living Skills	Other

CONTRACT SIGNATURES: _____ _____
ADULT LEARNER INSTRUCTOR

_____Assignment Sheet Number

ADULT EDUCATION LEARNING CENTER

ADULT LEARNER ASSIGNMENT CONTRACT

_____LEVEL

_____General COLOR CODE

NAME: _____ DATE: _____

___COLOR _____TIME PROGRAM: _____ COMPLETION: _____ POST TEST: _____ COMMENTS:	____COLOR _____TIME PROGRAM: _____ COMPLETION: _____ POST TEST: _____ COMMENTS:
____COLOR _____TIME PROGRAM: _____ COMPLETION: _____ POST TEST: _____ COMMENTS:	SUPPLEMENTAL ASSIGNMENTS & MATERIALS _____COLOR _____TIME

SIGNATURE OF LEARNER: _____ _____ INSTRUCTOR SIGNATURE

LEARNER COMMENTS:

RECOMMENDATIONS:

HELP US IMPROVE!

SPEAKING OUT

ADULT LEARNER SURVEY & CLASS EVALUATION

Sometimes we don't tell the teacher exactly what we want and need in a class. Here is your chance to tell all without signing your name. If you want the teacher to know, go ahead and place your name at the bottom of this evaluation.

Take your time and answer the following questions:

1. How did you find out about this class?

2. Do you enjoy coming to class?

3. What learning activities do you feel help you learn the most?

4. Do you feel the learning activities are too easy?___Too hard?___Just right?____

5. Do you like to work alone?___Yes___No___Sometimes

6. Have you made new friends in this class?___Yes___No

7. Do you enjoy the fellowship of the other class members?___Yes___No___Sometimes

8. What things do you like most about this class? (You may check more than one).

   ___the instructional materials ___people in the class

   ___the methods the teacher uses ___the teacher

   ___the meeting place (the room)

   ___name others_____

   _____

9. How do you think this class can be made better?

10. Do you plan to continue coming to this class?___Yes___No____Maybe

11. Do you plan to work on a G.E.D. diploma at an adult center or take additional courses?____Yes____No____Maybe

"Be All You Can Be.... Adult/Community & Continuing Education Can Be Your Key!"

ADULT/COMMUNITY & CONTINUING EDUCATION

The Open Campus

Dr. A. Perkins Marquess, Provost
Brevard Community College, Open Campus
Cocoa, FL 32922, Tel: 632-1111, Ext. 2060

NORTH AREA

Dr. Rogers Mansfield, Dean
Adult/Community Education
North Area Community Ed. Center
Titusville, FL 32780, Tel: 268-1188

CENTRAL AREA

Kenneth Baker, Dean
Adult/Community Ed. Center
Kennedy Middle School
Rockledge, FL 32955, Tel: 632-9502

Eugene Smith, Dean
Adult/Community Ed. Center
Merritt Island High School
Merritt Island, FL 32952, Tel: 452-1110

John Wigley, Dean
Adult/Community Ed. Center
Cocoa High School
Cocoa, FL 32922, Tel: 632-5302

C. L. Thomas, Dean
Adult/Community Education
Continuing Ed, Cocoa Campus
Cocoa, FL 32922, Tel: 632-1111, Ext. 3180

BEACH AREA

Dr. Charles Colman, Dean
Adult/Community Ed. Center
Satellite High School
Satellite Bch., FL 32937, Tel: 773-7011

George Willis, Dean
Adult/Community Ed. Center
Hoover Jr. High School
Indialantic, FL 32903, Tel: 724-5006

Dr. James Schneider, Dean
Continuing Education
Patrick Center, PAFB, Tel: 784-1911

SOUTH AREA

Dr. Philip Bliss, Dean
Adult/Community Ed. Center
Melbourne Campus, Tel: 254-0305

Terry Cooper, Dean *
Adult/Community Ed. Centers

*South Area Adult/Community Ed. Center
Pineapple Ave., Melbourne, FL 32935
Tel: 254-5790

*Melbourne Adult/Community Ed. Center
Melbourne High School
Melbourne, FL 32901, Tel: 723-4151

Eddie Taylor, Dean
Adult/Community Ed. Center
Melbourne, FL 32901, Tel: 723-3031

Bette Singer, Coordinator for Adult
Curriculum & Staff Development
Cocoa Campus, Tel: 632-1111, Ext. 2300
(Adult Basic Ed. & ESL Programs)

Robert Roth, G.E.D. Testing Agent
Andersen Elementary School
Rockledge, FL 32955, Tel: 636-5610

Carlton Teate, Director
WILDLIFE/ENVIRONMENTAL CENTER
8290 North Wickham Road
Melbourne, FL 32935, Tel: 259-2511

ADULT BASIC EDUCATION

READ, WRITE, & DO MATH BETTER!

Classes offered at Adult/Community Education Centers and *MANY* Outreach Centers near your home. Call for a Teacher/Counselor to plan a program to suit your needs.

BCC OFFERS . . . . . .

a variety of services

TO MEET

a variety of needs

BUSINESS and INDUSTRY

institutes, seminars
consultant services

NON-CREDIT CLASSES such as . . . . . .

office skills
automotive
homemakers skills
employability skills
leisure time courses

CAREER DEVELOPMENT
RETIREMENT EDUCATION
JOB EXPERIENCES TRAINING
COOPERATIVE EDUCATION

Adult/Community Education offers. . . . . .

HIGH SCHOOL COMPLETION
ADULT BASIC EDUCATION
ENGLISH AS A SECOND LANGUAGE
G.E.D. PREPARATION & TESTING
PERSONAL IMPOVEMENT
CITIZENSHIP EDUCATION
Education for Teenage Mothers
Wildlife/Enviromental Education

Classes are offered at school facilities and outreach centers located in community buildings.

Brevard Community College

Adult Community and Continuing Education

39

This is to certify that

_____

has satisfactorily completed

_____

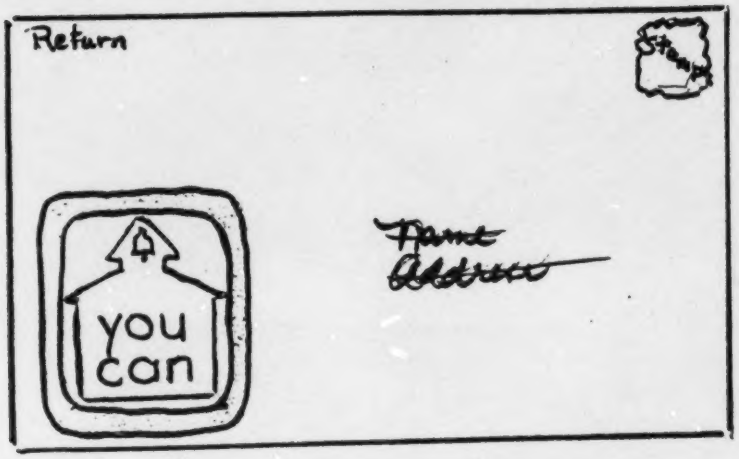
Title *Length*

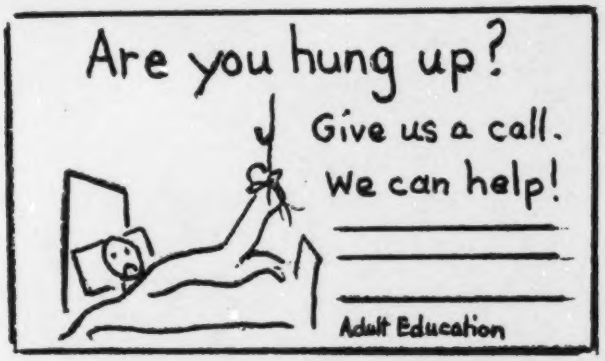
This _____ *day of* _____, *19*____

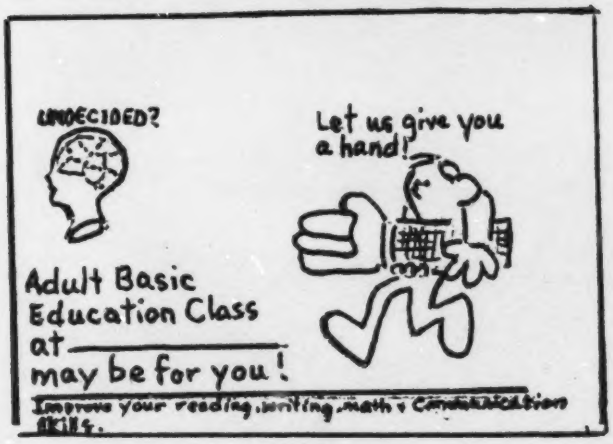
_____ _____

INSTRUCTOR DEAN/PRINCIPAL

SEND THOSE CARDS! CARDS! CARDS!






UNDECIDED?
Let us give you a hand!
Adult Basic Education Class at
may be for you!
Improve your reading, writing, math & communication skills.

Just a post card to say we missed you in _____

We'll expect you next week!

Please call us at 632-5300 if we can be of any assistance.

We missed you in _____.

We'll look for you in class next week.

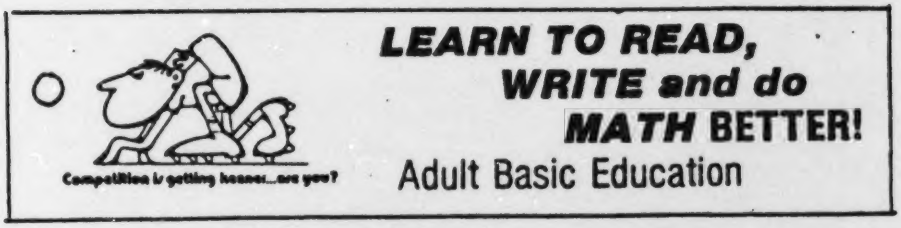
If we can be of any help, call us at 632-5300.

your _____ class. We hope to see you next week at night school!

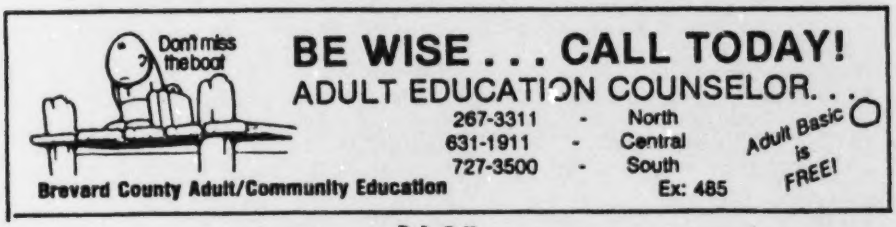
Call 632-5300 if we can be of any assistance.

We've got your number
Hope you have ours...
We miss you in the ABE class!
WE
Don't miss the boat
ALL
MISSED YOU Last Week at ABE!
We missed you at school. Hurry back!
Adult Education

DOOR HANG STRIPS

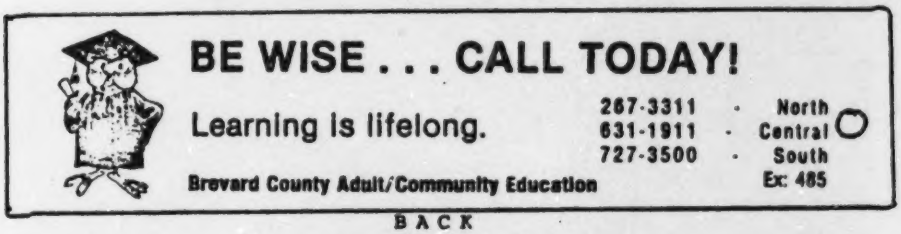


FRONT



BACK

FRONT



BACK

SORRY WE MISSED YOU..

We came by to say H E L L O ! ,

and to invite you to join us in the

A D U L T / C O M M U N I T Y

E D U C A T I O N

P R O G R A M

Learning is L I F E L O N G !

We offer programs DESIGNED FOR

E V E R Y O N E !

A counselor will come to your home

upon request. CALL_____

at _____

Door Hang

...FOR ADULTS ONLY
(18 and older)

making a living is not so simple anymore!

ADULT BASIC SKILLS • PRE-G.E.D.

MAY BE FOR YOU!

IMPROVE YOUR
READING, WRITING & MATH SKILLS

CONTACT THE ADULT CENTER NEAREST YOU:

TELEPHONE: _____

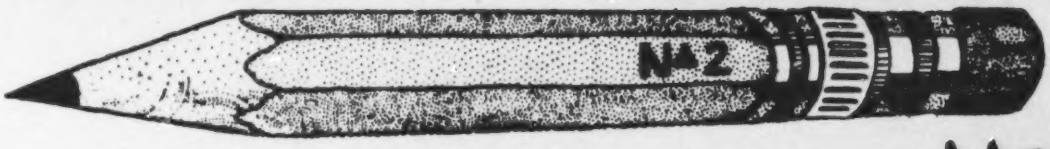
OR

CALL A COUNSELOR
WHO WILL COME TO YOUR HOME
AND PLAN A PROGRAM WITH YOU
632-1111, extension 2300

FREE OUTREACH CLASSES ARE NEAR TO YOU!

ADULT/COMMUNITY EDUCATION • BREVARD COMMUNITY COLLEGE

BACK TO SCHOOL

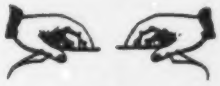


LEARNING IS LIFE LONG!

BUT THIS CLASS is for...

ADULTS ONLY!!!

LEARN to... READ, WRITE, and do MATH BETTER!



CLASSES MEET IN COMMUNITY BUILDINGS...

9:00 - 12:00 a.m.

CALL for a COUNSELOR to come to your home..

632-1111, ext. 206 or 230 268-1188 (North)

TELL A FRIEND!

BRING A FRIEND!

56

Free

ADULT BASIC EDUCATION

DAYTIME CLASSES

9:00-12:00 a.m.

LEARN TO... READ, WRITE, and do MATH BETTER!

Learn about...

JOB SKILLS!
LEGAL RIGHTS!
PARENTING & CHILD REARING!
HEALTH & SAFETY!
WHERE TO FIND HELP!
SAVING YOUR MONEY!
HOW TO VOTE!

and MUCH, MUCH MORE!

A counselor will come to your home.

Just call 632-1111, ext. 2060 or 2300 268-1188 (North)

Adult & Community Education
BREVARD COMMUNITY COLLEGE

FALL TERM – 1983/1984

(Sample)

NIGHT LIFE!

GENERAL INFORMATION

REGISTRATION: August 29–Sept. 1, 1983, Time: 2:00–9:00
Sept. 2, 1983–8:00 a.m. – 3:00 p.m.
Registration will be held in the Administration Building and the classrooms during the first week of classes. Counselors will be on duty during the week of September 6th from 5:30– 9:00 p.m. Co-enrolled students *must* have co-enrolled forms *completed* with parent's, counselor's and principal's signature at the time of registration. *No* student will be registered without this form.

FEES: $6.00 per course plus cost of textbook or lab fee unless otherwise stated.

FEE WAIVERS: Handled on individual basis - contact John C. Wigley, Dean in the Administration Building.

REFUNDS: Registration refunds requested by the student *will not* be made after September 16th. In case of cancellation of a class, registration fees will be refunded.

TEXTBOOKS: During the first two weeks of class, textbooks, if required, may be purchased in the Administration Office. After that, textbooks will only be available at the BCC Book Store.

CLASS MEETINGS: 14 week classes will meet for a total of 49 hours (6:30 - 10:00 p.m.) within the term

ASSESSMENT TESTING: All prospective graduates are required to demonstrate mastery of Brevard County Basis Assessment Test Only. The Functional Literacy Test is also required. Special classes are provided for students who are having difficulties passing these test. (See your counselor for details.)

COUNSELING: With previous high school credits, many people are closer to a high school diploma than they realize. Counselors are on duty from 5:30–9:00 p.m. each Monday through Thursday. It is important that students seeking a high school diploma consult with a counselor at least once per term in order to keep records accurate and current.

CREDIT: Only high school credit may be earned in the program.

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THE COCOA ADULT/COMMUNITY PROGRAM

SEQ.	LETTERS	NUMBERS	SECTION	TITLE	INSTRUCTOR	ROOM
				MONDAY (Classes begin September 12, 1983)		
43231	AGE	0552	N70	ABE, Elem Education (Fee Waived)	Jenkins	603
41339	SOS	0108	N70	Bible History (New)	Rammerino	714
41348	AGE	0550	N70	GED, High School Review (Science & Math)	Livingston	602
41338	SOS	0118	N70	Psychology, General	Delvecchio	601
41233	LAA	0715	N70	Reading	Weigel	606
43234	LAA	0715	N70	Reading, Speed	Weigel	606
43335	IAE	0657	N70	Shop II, Auto Tune-Up/Maint. (Lab Fee - $5.00)	Hornsby	1802
41336	IAE	0654	N70	Shop II, Home Furnishings (upholstery) (Lab Fee - $5.00)	Crawford	1502
43337	GEB	0208	N70	Shorthand (ABC, Stenoscript)	Weimer	602
41340	GEB	0211N	N70	Word Processing, Beginning (Lab Fee - $4.00)	TBA	908
				TUESDAY (Classes begin September 6, 1983)		
41341	AFT	0101B	N70	Art I, Photography (Lab Fee - $10.00)	Miller	1802
41342	ART	0101E	N70	Art I, Stained Glass (Lab Fee - $10.00)	Branca	803
41343	SOS	0113	N70	C.P.S. - (Americanism vs. Communism)	Loyd	716
41345	SDE	0370	N70	Drivers' Education (Lab Fee $20.00 - Restricted License Required)	Kent	CHS
41351	FOL	0302	N70	English As A Second Language (Fee Waived)	Pallkan	603
41357	AGE	0407	N70	Law For the Layman	TBA	606
41347	LAA	0710	N70	Literature, American	James	601
41348	MAT	0810	N70	Math, Computer (Lab Fee - $4.00)	Rumbaugh	1013
41350	MAT	0808	N70	Math, General II	TBA	615
41344	ESE	0200	N70	Sign Longuage, Beginning	Perry	613
41349	GEB	0205	N70	Typewriting, Personal	Weimer	910
				WEDNESDAY (Classes begin September 7, 1983)		
41352	AGE	0552	N71	ABE, Elem Education (Fee Waived)	Jenkins	611
41369	ART	0101J	N70	Art I, Ceramics (Lab Fee - $5.00)	Kelly	908
41232	MAT	0809	N70	Math, Consumer	Livingston	602
41359	MAT	0807	N70	Math Remediation	Anderson	621
41353	LAA	0712	N71	Reading	Weigel	606
41354	LAA	0715	N71	Reading, Speed	Weigel	606
41356	SCI	0012	N70	Science, General	Smith	803
43356	IAE	0656	N70	Shop I, Auto Tune-Up/Maint. (Lab Fee - $5.00)	Hornsby	1802
41357	SOS	0100A	N70	World Cultures, Archeology I (Class meets for 9 weeks, 7:30 - 9:00 p.m.)	Knoderer	1802
41358	SOS	0100B	N70	World Cultures, Archeology II (Class meets on Saturday, 8:00 a.m. - 4:00 p.m.)	Knoderer	
43362	SOS	0110	N70	World History	Silva	713
41361	MUS	0901	N70	Music Appreciation	Baird	313
				THURSDAY (Classes begin September 8, 1983)		
41363	MAT	0803	N70	Algebra (Pre)	Rice	615
41365	SOS	0105	N70	American History	Sims	716
41371	GEB	0200	N70	Bookkeeping, Personal	TBA	910
41366	SOS	0113	N71	C.P.S. - (Americanism vs. Communism)	Rammerino	714
41367	FOL	0302	N71	English As A Second Language	Pallkan	603
41368	LAA	0704	N70	GED, High School Review (English & Social Studies)	Brundidge	611
41370	MAT	0810	N71	Math, Computer (Lab Fee - $4.00)	Rumbaugh	1013
41364	MAT	0808	N71	Mathematics, General II	Rice	615
43372	GEB	0205	N71	Typewriting, Personal	Weimer	910
41369	LAA	0704	N70	English II	Stromire	602

BREVARD COUNTY DISTRICT 4 PARKS AND RECREATION DEPARTMENT

Supervisor: Marjorie Seifert, Phone 636-7558
Be sure to call the District 4 Recreation Office for information and *TO PLACE YOUR NAME ON CLASS ROSTER.*

MICROWAVE COOKING - Isabel Hanson
Register and starts Wednesday, September 14 at 6:30 p.m. Meets Wednesdays, 6:30-8:30 p.m. $10/6 weeks, plus Food Lab Fee $6. (sessions continue into December).

CAKE DECORATING - Suellen Hershberger
Register and starts Thursday, September 15 at 6:30 p.m. Meets Thursdays, 6:30-9:00 p.m. $22/6 weeks. Call District 4 office for list of materials and supplies. Watch for specialty workshops.

TAY TYING - Tom Lentz, phone 632-1914
Register and starts Monday, October 10 at 7:00 p.m. $12/4 weeks. Meets Mondays 7:00-9:00 p.m. Call Tom for list of materials and supplies

DANCERCISE - Joyce Leach, phone 636-8783
Register and starts Monday, September 12 at 7:00 p.m. Meets Mondays and Wednesdays from 7:00-8:00 p.m. $12/6 weeks. The extra-plus for advanced routines. (sessions continue into December).

CHRISTMAS CRAFT WORKSHOPS - "Gifts that say it's especially from you" Call District 4 office for start date and class information

CENTRAL BREVARD DUPLICATE BRIDGE CLUB - Jerri Perrin, phone 636-0303
Meets 2nd and 4th Monday of each month from 6:30-10:00 p.m. Intermediate and advanced play. Bring your own partner.

MODELING - Dixie Bottoms
Register and starts Wednesday, September 14. Beginners meet at 6:00 p.m. Continuing meets at 7:00 p.m. $14/8 weeks.

YOUTH AEROBICS - coming in October, Call District 4 after September 10.

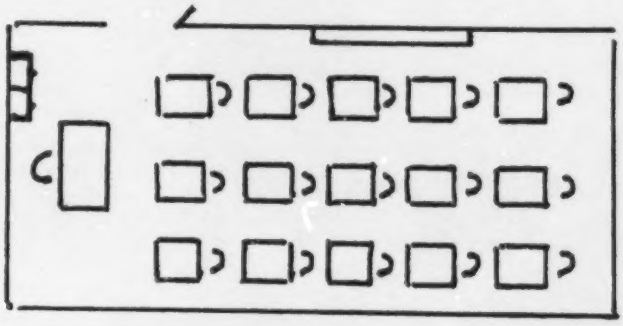
TEEN AEROBICS - coming in October. Call District 4 after September 10

BEST COPY AVAILABLE

INDIVIDUALIZING INSTRUCTION

FOR ADULT LEARNERS

Most traditional classrooms are organized like this:



This type of class arrangement suggests a teacher-dominated, authoritarian learning environment with instruction geared to mass accumulation of facts and regurgitation to the satisfaction of the teacher and the rest of the class!

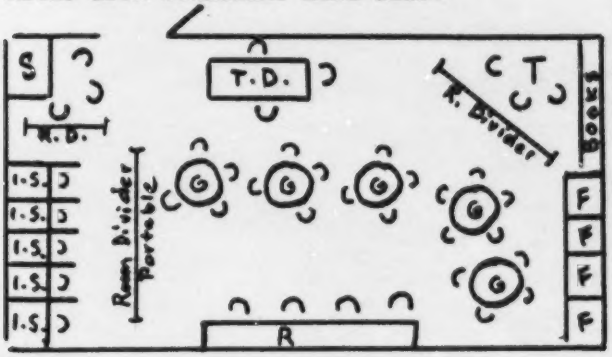
"NOW, LET'S ALL COUNT
TOGETHER. . .1. . .2. . .3. . .4

FOOTNOTE #1: Did you know...that 3,587 high school students dropped out of school between 1974 and 1977 in Brevard County? Do you ever wonder why?

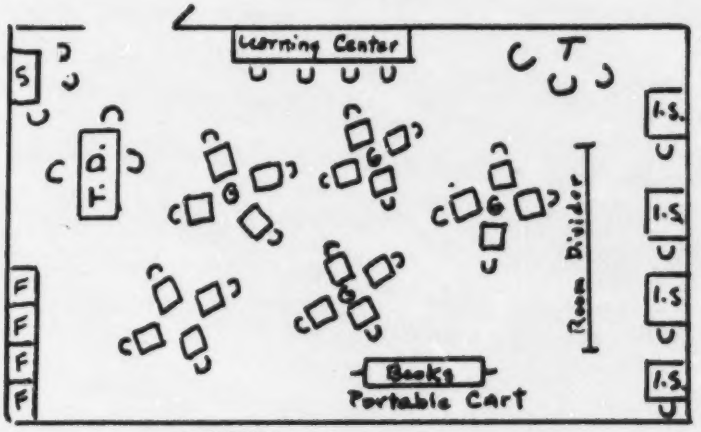
Adults are intimidated by the traditional classroom setting. Let's face it...It's no fun at all, and it only works for a few who <u>think</u> they like to be lost in a sea of faces.

Why not try an INDIVIDUALIZED CLASSROOM SETTING WHICH MIGHT LOOK SOMETHING LIKE THIS:

S- Social Area
T.D.- Teacher/ Counseling
T- Tutoring
G- Small Groups
I.S.- Independent Study
R- Research Area
F- Adult Profiles & Learning Packets



Can't find one at your adult center? Then, try this:



FOOTNOTE #2:

You might check and see if the library is open at night. (It should be). Find a room to work out of and let adults come and go to that room out into the "world" of books and things. The library usually is not crowded at night or in the afternoon. Nooks and crannies can be found for tutoring and small groups to work. You can busily visit these groups, do counseling, give tests, etc. There's probably even a place to store your adult education resource files!

WHO TEACHES HERE? If day school teachers don't want their classrooms "disturbed," talk with the Assistant Principal for Adult Education about assigning you a classroom that is non-traditional. Find out who the day school teacher is. (Believe me, if this instructor has a non-traditional classroom, he/she is a warm, tolerant, cooperative person!) So, make contact with this friendly teacher, expressing your appreciation for the use of the room and that you want to leave it spick & span, and undisturbed for his/her day school classes. Explain about your program for adults and ask if he/she has any ideas about individualizing instruction, or does he/she mind if you use some of the programs available--carefully, of course. You might broach the subject of a "teeny place" for you to store your adult education materials and files. Don't forget to send a "thank you" note and do keep in touch with this teacher on other occasions.

YOUR INDIVIDUALIZED CLASSROOM ARRANGEMENT should contain the following elements:

1. Small group discussion areas which can be used for total group activities.
2. Relaxation - Interaction Area
3. Research - Learning Center Area
4. Independent Work Area
5. Tutor - Student Area
6. Filing and Resource Area
7. Teacher Counseling Area

FOOTNOTE #3:
Did you know that Florida's undereducated adults are producing undereducated children, at a spiraling cost in foregone income, lost tax revenue and massive amounts of criminal justice and welfare assistance dollars?

We are responsible, by both HUMANISTIC and ECONOMIC reasons, to try every technique to keep young people in school and to challenge out-of-school adults to come back and get a high school diploma.

Bette Sin
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PROFESSIONAL RESOURCES:

1. ADULT LITERACY & BASIC EDUCATION (Journals)
   Adult Literacy & Basic Education
   Editorial Office, 203 Petric Hall
   Auburn, AL 36830

2. ADULT BASIC EDUCATION:A GUIDE FOR TEACHERS & TEACHER TRAINERS
   The National Association for Public School Adult Education
   Department of NEA, 1201 Sixteenth St., N.W.
   Washington, D.C. 20036. Single Copy - $5.00

3. ADULT BASIC EDUCATION HANDBOOK: A RESOURCE FOR ADMINISTRATOR, TEACHERS & COUNSELORS
   Northwest Regional Education Laboratory (1977)
   710 S.W. Second Ave., Portland, Oregon 97204
   Cost per copy - $19.00

4. AN ADULT EDUCATOR's PRE-SERVICE, RECRUITMENT, RETENTION AND PUBLIC AWARENESS MANUAL (309 Project, 1979
   Northeast Florida Education Consortium/Teacher Education Center, Putman County, Florida

5. ADULT EDUCATION LEARNING CENTER & DEVELOPMENTAL PROGRAM DESIGN (ABE, High School Completion, ESL, & GED - Placement and Process Manual for Instruction) 1980, Brevard Community College, Cocoa, Florida, 32926 - Attention: Bette Singer

6. "Functional Literacy: Knowledge for Living" by Paula DiPerna
   Public Affairs Pamphlet No. 607, 381 Park Ave.,South, New York, N.Y. 10016, Cost per copy = $.50.

7. ADULT BASIC EDUCATION READING, by Anabel P. Newman (Hard Cover Book)
   Allyn and Bacon, Inc., Longwood Division, College & Professional Publications, 470 Atlantic Ave., Boston, MASS 02210

8. HOW ADULTS LEARN, by J.R. KIDD
   Association Press, 291 Broadway, New York, N.Y. 10007

9. YOU CAN BE A SUCCESSFUL TEACHER OF ADULTS
   AAACE, 1201 Sixteenth Street,N.W.
   Washington, D.C. 20036

10. THE MODERN PRACTICE OF ADULT EDUCATION: ANDRAGOGY VS. PEDAGOGY
    by Malcolm S. Knowles ($14.95)
    FOLLETT Publishing Co

11. MANAGING ADULT & CONTINUING EDUCATION PROGRAMS & STAFF
    by Langerman & Smith
    AAACE, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

12. WORKING WITH GROUPS COMMITTEES & COMMUNITIES, by Trecker
    Association Press, FOLLETT Publishing Co.

13. RECRUITING AND TRAINING VOLUNTEERS
by Ilsley & Niemi
Adult Education Association Professional Development Series
McGraw-Hill Book Company, 1221 Avenue of the Americas
New York, N.Y. 10020

14. ADULT BASIC EDUCATION: Special Services for Rural Adults
(A Recruiter-Counselor Project) 310 Special Demonstration-1983
Pensacola Junior College
1000 College Blvd. Pensacola, FL 32504 - ATT: Dr. June Hall

15. ABE: PAST, PRESENT, FUTURE
ABE WORKSHOPS
ABE:WHAT SHOULD THE CONTENT BE?
ABE CLIENTELE
310 Special Demonstration Project - 1982
Dr. Barbara C. Palmer, Florida State University
Distributed by: Adult & Community Education Bureau
Knott Building, Tallahassee, FL 32304

16. ADULTS TEACHING ADULTS, by Verduin, Miller, Greer
Learning Concepts, Austin, Texas

17. PRODUCING WORKSHOPS, SEMINARS, SHORT COURSES: A Trainer's Handbook
Association Press, FOLLETT Publishing Company

18. PUBLICIZING AND PROMOTING PROGRAMS, by Farlow
McGraw-Hill Series in the Management and Administration
of Continuing Education
1221 Avenue of the Americas
New York, N.Y. 10020

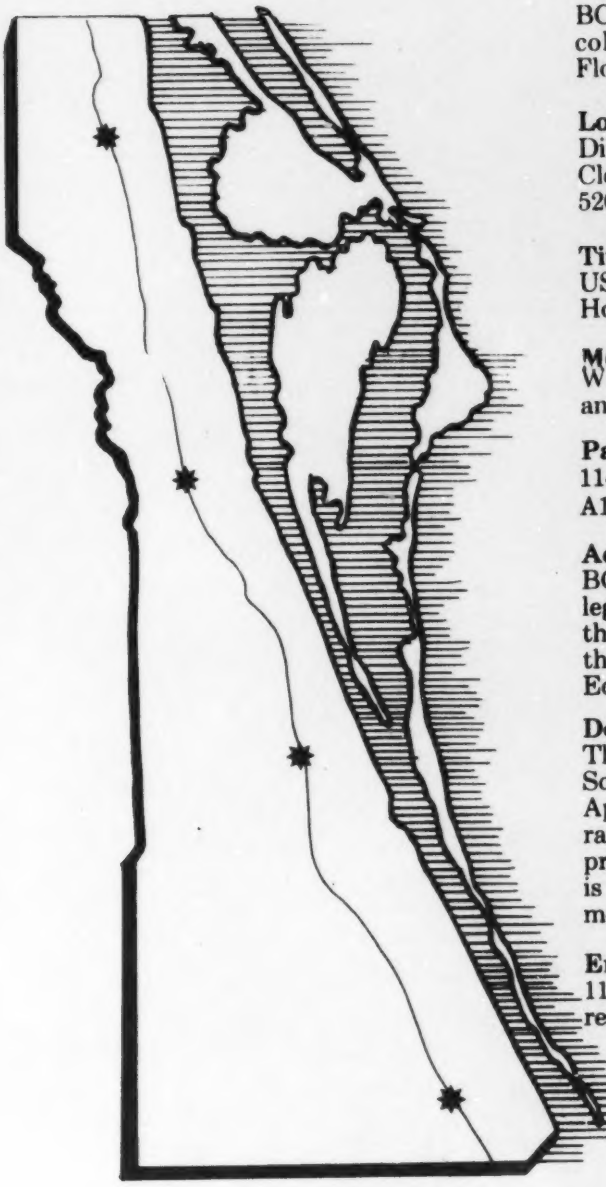
19. IMPROVING ADULT PROGRAM DELIVERY: School-Based Inservice Model
310 Special Demonstration Project, 1982
Brevard Community College, Open Campus, Cocoa, FL 32926

20. TRAINING MENTORS AS EDUCATIONAL COUNSELORS OF ADULT LEARNERS
(Products: Brevard County Directory of Educational Options for Adults, "Quick & Handy Guide to Educational Mentoring" Mentor Training Process Manual)
310 Special Demonstration Project, 1983
Brevard Community College, Open Campus, Cocoa, FL 32926

21. PROJECT BEST-PAL(Basic Education Skills Through-Parenting Affective Learning) Recruitment Model for ABE Outreach Program
Products: Parenting Education Modules incorporating basic reading comprehension skills at Level 1 & Level 2, Volunteer Instructional Manual, Program Process Manual - Spring, 1984
Brevard Community College, Open Campus, Cocoa, FL 32926

22. REDUCING FUNCTIONAL ILLITERACY: NATIONAL GUIDE TO FACILITIES & SERVICES, June, 1983
CONTACT LITERACY CENTER, c/o Contact, Inc., P.O. Box 81826
Lincoln, NE 68501

BCC IN BRIEF



BCC is a two year, publicly supported, coed community college serving the residents of Brevard County on Florida's Spacecoast.

Location:
District Administration and Cocoa Campus
Clearlake Road in Cocoa/west of US 1 and North of the 520 Causeway

Titusville Campus
US 1 in Titusville/just north of Jess Parrish Memorial Hospital

Melbourne Campus
Wickham Road in Melbourne/at the corner of Wickham and Post Roads

Patrick Center
1140 School Avenue, Building 998, Patrick Air Force Base/on A1A North of the Pineda Causeway.

Accreditation:
BCC is fully accredited by the Southern Association of Colleges and Secondary Schools. The College is governed by the District Board of Trustees under the coordination of the Community College Division, Florida State Board of Education.

Degrees:
The College awards the Associate in Arts, the Associate in Science, the Associate in Applied Science, the Certificate of Applied Science and the Technical Certificate in a wide range of academic, technical, vocational and occupational programs. A full program of continuing education courses is offered on the campuses and throughout the county to meet community needs.

Enrollment:
11,500 full-time students and a combined total of 34,500 residents annually.

Costs:
Florida Resident: $19 per credit hour; Non-Residents: $38 per credit hour: and $10 per vocational certificate credit hour. Lab, supply and/or special fees are additional.

Lifelong Learning

Lifeskills

YOU CAN.....
BECAUSE YOU THINK
YOU CAN!

ADULT BASIC EDUCATION CLASSES

are offered at Adult / Community Education Centers and at many OUTREACH CENTERS located in churches and community buildings. An OUTREACH TEACHER / COUNSELOR can come to your home to discuss an educational program suited to your needs. Classes are informal with a friendly and confortable setting.

CLASSES & INSTRUCTIONAL AIDS ARE FREE!

CALL TODAY: 632-1111, Ext. 2300
Adult / Community Education
Brevard Community College
Cocoa, FL 32922

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Lloyd A. Soughers, Superintendent

SCHOOL BOARD
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Ester Baker

Brevard Community College is an equal opportunity/equal access institution.

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UNIVERSITY OF CALIFORNIA

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